Guidelines for Teaching and Learning in Supplemental Mathematics

The purpose of the Supplemental Mathematics course is to provide additional support for students who are struggling in or unprepared for a specific mathematics class. The course carries elective credit and does NOT meet graduation requirements for mathematics; however it may be necessary for some students to have access to supplemental support to reach desired outcomes in mathematics. This course should be designed to provide that support. The following guidelines should be used to set up supplemental mathematics courses:

- The course should be associated with a single mathematics course, not designed as a study hall.
- The curriculum of the supplemental mathematics class must be aligned with and support the curriculum of the course with which it is associated.
- The course should include content that is strategically chosen to support instruction in the regular mathematics course. This content may either build understanding in the same content, or may build prerequisite knowledge and skill associated with that content.
- The course must be taught by a highly qualified mathematics teacher, ideally in a coteaching environment with a special educator who is highly qualified in mathematics.
- The course may be designed as either Tier 2 instruction, allowing students to flexibly enter and exit the course, or as Tier 3 instruction, where students are registered for the course over a longer term.
- The course should be designed to have students engaged in mathematical tasks beyond those required in their primary course. These tasks should be conducted within the class period and should not generate an additional burden on students.